

Standards Based Skills Worksheet for Grade 5 English (2010)

Student: _____

Date: _____

Completed by (name): _____

Position: _____

School Division: _____

1. Review SOL strand for

Communication: speaking, listening, media literacy
5.1a-f, 5.2a-i, 5.3a-b

2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:

- Present Level of Performance (PLOP)
- Prior SOL data
- Standardized test data
- Classroom assessments
- Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will listen, draw conclusions, and share responses in subject-related group learning activities. To be successful with this standard, students are expected to

- participate in a range of discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, in groups, teacher-led).
- follow rules for discussions and assigned group roles.
- participate as active listeners in group learning activities by:
 - listening for main ideas;
 - listening for sequence of ideas; and
 - taking notes.
- participate as informed contributors in subject-related group learning activities by:
 - asking and answering questions at appropriate times;
 - responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others;
 - communicating new ideas to others;
 - clarifying confusing points;
 - summarizing main ideas;
 - organizing information from group discussion for presentation;
 - preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery; and
 - summarizing a presentation orally prior to delivery.
- exhibit the ability to collaborate with diverse teams.
- demonstrate that they can work independently on group-related tasks

The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. To be successful with this standard, students are expected to

- demonstrate appropriate eye contact with listeners.
- use appropriate facial expressions and gestures to support, accentuate, or dramatize the message.
- speak clearly at an understandable pace.
- use acceptable posture according to the setting and the audience.

- select information that develops the topic and is appropriate for the audience.
- report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes.
- narrow the topic.
- organize content sequentially and group together related information.
- put information in order, providing an overview of the information at the beginning or a summary of the information at the end.
- create and/or use visual aids in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound).
- use grammatically correct language.
- expand, combine, and reduce sentences for meaning, interest, and style.
- use specific vocabulary and style to enhance oral presentations.

The student will learn how media messages are constructed and for what purposes. To be successful with this standard, students are expected to

- access media messages and identify what types of media are used.
- identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose).
- deconstruct several types of media messages by addressing the main question(s) raised by the media attributes
- create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message.

<p>4. Is/Are standard-based goal(s) needed?</p> <p><input type="checkbox"/> YES Address areas of need in PLOP</p>	<p><input type="checkbox"/> NO Check one or more justifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations Available (specify): <input type="checkbox"/> Area of Strength in PLOP <input type="checkbox"/> New Content <input type="checkbox"/> Other (Specify):
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5. Notes Supporting Data Analysis

<p>1. Review SOL strand for</p> <p>Reading 5.4a-g, 5.5a-m, 5.6a-m</p>	<p>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present Level of Performance (PLOP) <input type="checkbox"/> Prior SOL data <input type="checkbox"/> Standardized test data <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Teacher observations
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3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will expand vocabulary when reading. To be successful with this standard, students are expected to

- use context as a clue to infer the correct meanings of unfamiliar words and phrases.
- use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones.
- begin to learn about Greek and Latin affixes.
- understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.
- understand how a prefix changes the meaning of a root word.
- identify when an author uses language figuratively.
- use word references and context clues to determine which meaning is appropriate in a given situation.
- identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.
- develop vocabulary by listening to and reading a variety of texts.
- study cross-curricular vocabulary.

The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry. To be successful with this standard, students are expected to

- discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters).
- understand that characters are developed by:
 - what is directly stated in the text;
 - their speech and actions; and
 - what other characters in the story say or think about them.
- understand that some characters change during the story or poem and some characters stay the same.
- understand that the main character has a conflict that usually gets resolved.
- identify the conflict or problem of the plot.
- understand that plot is developed through a series of events.
- identify the events in sequence that lead to resolution of the conflict.
- discuss why an author might have used particular words and phrases.
- identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.
- describe how an author's choice of vocabulary contributes to the author's style.
- identify and ask questions that clarify various points of view.
- identify main idea or theme.
- summarize supporting details from text.
- draw conclusions/make inferences from text.
- identify cause and effect relationships.
- make, confirm, or revise predictions.
- become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).

- read familiar text with fluency, accuracy, and expression to support comprehension.
- recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts dialogue).

The student will read and demonstrate comprehension of nonfiction texts. To be successful with this standard, students are expected to

- use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.
- apply prior knowledge to make predictions and build additional background knowledge as context for learning.
- skim material from print and digital texts to develop a general overview or to locate specific information.
- determine the main idea of a text and summarize supporting key details.
- identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.
- identify specific information in text that supports predictions.
- form opinions and draw conclusions from the selection.
- locate details to support opinions, predictions, and conclusions.
- identify cause and effect relationships following transition words signaling the pattern.
- distinguish between fact and opinion.
- identify, compare, and contrast relationships between characters, events, and facts.
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- identify new information learned from reading.
- become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).
- read familiar text with fluency, accuracy, and prosody.

4. Is/Are standard-based goal(s) needed?

YES Address areas of need in PLOP

NO Check one or more justifications:

- Accommodations Available (specify):
- Area of Strength in PLOP
- New Content
- Other (Specify):

5. Notes Supporting Data Analysis

1. Review SOL strand for

Writing
5.7a-i, 5.8a-k

2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:

- Present Level of Performance (PLOP)
- Prior SOL data
- Standardized test data
- Classroom assessments
- Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade. To be successful with this standard, students are expected to

- apply knowledge of the writing domains of composing, written expression, and usage/mechanics.
- produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience.
- recognize different modes of writing have different patterns of organization
 - informative/explanatory
 - clearly introduce a topic and group related information in paragraphs
 - use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic
 - use specific vocabulary to inform and explain the topic; and
 - provide a concluding statement or section related to the topic
 - narrative
 - organize an event sequence that unfolds naturally
 - use transition words and phrases for sentence variety and to manage the sequence of events
 - use specific vocabulary, words, and phrases to convey experiences and events
 - provide a conclusion
 - persuasive
 - introduce the position
 - provide evidence to support the position
 - provide points for the opposite side and argue against them
 - provide a conclusion.
- create a plan, and organize thoughts before writing.
- use a variety of prewriting strategies (e.g., brainstorming, listing, free-writing, and using graphic organizers).
- focus, organize, and elaborate to construct an effective message for the reader.
- write a clear topic sentence focusing on the main idea.
- purposefully shape and control language to demonstrate an awareness of the intended audience.
- select specific information to guide readers more purposefully through the piece.
- write multiparagraph compositions focused on a topic, grouping related information in paragraphs and sections.
- choose precise descriptive vocabulary and information to create tone and voice
- develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting.
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters.
- use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain.
- include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
- vary sentence structure by using transition words and phrases.
- use precise language and phrases to develop writing (e.g., consequently, specifically, especially).
- clarify writing when revising.
- include supporting details that elaborate the main idea.
- use available technology to gather information and to aid in writing.

The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing. To be successful with this standard, students are expected to

- punctuate correctly
 - apostrophes in contractions (e.g., *isn't*), and possessives (e.g., *Jan's*);
 - commas [e.g., items in a series, to set off the words *yes* and *no*; and to indicate direct address (e.g., *Is that you, Chloe?*)];
 - quotation marks with dialogue; and
 - hyphens to divide words at the end of a line.
- use underlining, quotation marks, or italics to indicate titles of works.
- use adverb comparisons (e.g., *fast, faster, fastest*).
- use adjective comparisons (e.g., *big, bigger, biggest*).
- use adverbs instead of adjectives where appropriate, (e.g., "He played *really* well." instead of "He played *real* well.").
- use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie*).
- use a comma to separate an introductory element from the rest of the sentence.
- use plural possessives, (e.g., "*The books'* covers are torn.").
- identify and use interjections (e.g., "*Yikes, look at the size of that bug!*").
- form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- use verb tense to convey various times, sequences, states, and conditions.
- avoid fragments.
- avoid run-ons, (e.g., "*I opened the door, the dog went out.*").
- eliminate double negatives.
- use correct spelling of commonly used words.
- identify and use conjunctions.
- use technology, including the Internet, to produce, edit and publish writing as well as to interact and collaborate with others.

4. Is/Are standard-based goal(s) needed?

YES Address areas of need in PLOP

NO Check one or more justifications:

- Accommodations Available (specify):
- Area of Strength in PLOP
- New Content
- Other (Specify):

5. Notes Supporting Data Analysis

<p>1. Review SOL strand for</p> <p>Research 5.9a-g</p>	<p>2. Review data on student performance and indicate all data sources analyzed to assess performance in this strand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present Level of Performance (PLOP) <input type="checkbox"/> Prior SOL data <input type="checkbox"/> Standardized test data <input type="checkbox"/> Classroom assessments <input type="checkbox"/> Teacher observations
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<p>3. Check the areas that will require specially designed instruction critical to meeting the standard.</p>	
<p>The student will find, evaluate, and select appropriate resources for a research product. To be successful with this standard, students are expected to</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> use available technology to gather information and to aid in writing. <input type="checkbox"/> conduct short research projects that use sources to build knowledge on a topic. <input type="checkbox"/> formulate research questions based on a topic. <input type="checkbox"/> select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources. <input type="checkbox"/> use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media). <input type="checkbox"/> identify key terms to use in searching for information. <input type="checkbox"/> organize information presented on charts, maps, and graphs. <input type="checkbox"/> skim to find information related to a topic. <input type="checkbox"/> select information that is related to the topic at hand. <input type="checkbox"/> evaluate and combine (synthesize) related information from two or more sources. <input type="checkbox"/> develop notes that include important concepts, summaries, and identification of information sources. <input type="checkbox"/> summarize or paraphrase information in notes and finished work. <input type="checkbox"/> prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research. <input type="checkbox"/> provide a list of sources including author, title, and date. 	

<p>4. Is/Are standard-based goal(s) needed?</p> <p><input type="checkbox"/> YES Address areas of need in PLOP</p>	<p><input type="checkbox"/> NO Check one or more justifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations Available (specify): <input type="checkbox"/> Area of Strength in PLOP <input type="checkbox"/> New Content <input type="checkbox"/> Other (Specify):
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5. Notes Supporting Data Analysis